

# Dayton Public Schools – District Improvement Plan

## Strategic Goal #1: High Quality Education

***All Students will have access to high quality instructional practices and an engaging, challenging and relevant curriculum that prepares them for college and career opportunities.***

Metrics	2014 - 2015		2015 - 2016		2016 - 2017		2017 - 2018		2018 - 2019	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
<b>FOCUS</b>										
75% of all PreK-2 graders will be on-track in literacy/reading as measured by their grade specific assessment (i.e., Bracken, KRA or EOY MAP).	50%	26%	38%	22%	45%		60%		75%	
95% of 3 <sup>rd</sup> and 6 <sup>th</sup> graders will be grade level proficient in reading as measured by the EOY MAP and state assessments.					66%		80%		95%	
95% of 7 <sup>th</sup> and 8 <sup>th</sup> graders will be grade level proficient in reading as measured by the EOY MAP and state assessments.										
95% of 5 <sup>th</sup> - 8 <sup>th</sup> graders will be grade level proficient in math as measured by EOY MAP and state assessments.					66%		80%		95%	
95% of all 9 <sup>th</sup> -12 <sup>th</sup> graders will be on track for graduation.					Baseline					
80% of all students will miss fewer than 10 days of school per year.										
Close the achievement gap, by ensuring 80% of all tested students grow at least 1 ½ years in reading and math each year as measured by MAP and state assessments.					50%		65%		80%	
The number students taking AP, honors, college credit plus or industry credential courses will increase by 10% annually.					Baseline					
100% of all core subject teachers will integrate 1:1 technology into at least 30% of the instructional day as indicated by lesson plans, usage reports, student activity completion rate and walkthrough data.					Baseline				100%	

High Quality Education Action Steps			ODE District Review Recommendations	Responsibility	
2016 – 2017	2017 – 2018		2018-2019		
Use the district’s monthly walkthrough priority focus areas to monitor the use of the Ohio Learning Standards Prek-12, interventions and 1:1 technology				L – 3; C-1, 5, 6, 7 & 9 H-3 & S-8	Winston, Lolli & Burton
Create, implement and monitor a comprehensive multi-tiered system of supports to address the needs of gifted, struggling, off-track, and/or chronically absent students and provide success plans to close the achievement gaps	Implement and monitor the multi-tiered intervention system	Monitor a multi-tiered intervention system		S-11 & 12	Winston, Lolli & Burton
Build teachers’ and administrators’ capacity to understand and use instructional guides in language arts, math, science and social studies				L-3	Lolli
Provide co-teaching models and professional development to staff to increase the number of students with disabilities who access grade level general education curriculum	Implement inclusive/co-teaching models in 13 schools	Implement inclusive/co-teaching district wide			Roberson
Implement an early warning system to identify off-track students in need of success plans					Burton & Winston
Implement a balanced assessment system that includes formative, interim and summative assessments for monitoring student performance and informing instructional practices (FIP)				L-3 & 9; C-1, 3, 6, 7, 9 & 10	Burton & Lolli
Implement 1:1 technology in grades K-8	Implement 1:1 technology in high schools	Implement 1:1 district-wide			Lolli & Burton

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## Strategic Goal #2: High Quality Faculty and Staff

***We will employ high quality staff who are responsive to the needs of those we serve.***

Metrics	2014 - 2015		2015 - 2016		2016 - 2017		2017 - 2018		2018 - 2019	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
General Fund staffing levels will not exceed authorized strength.	Equal or below		Equal or below		Equal or below		Equal or below		Equal or below	
Instructional staff will align to student enrollment.	Equal		Equal		Equal		Equal		Equal	
All buildings will be staffed at 100% on the first day of school.	100%	80%	100%	73%	100%		100%		100%	
All K-3 teachers will have a reading endorsement by 2018-2019.	65%		75%		85%		95%		100%	
100% of teachers will be Highly Qualified in core subject areas.	100%	97%	100%		100%		100%		100%	
100% of all staff will attend culturally responsive, job-embedded professional development on best practices.	100%		100%		100%		100%		100%	
100% of all buildings will engage in the 5-step Ohio Improvement Process (OIP) and participate in ongoing BLT and TBT training.					100%		100%		100%	

High Quality Faculty and Staff Action Steps			ODE District Review Recommendations	Responsibility
2016 – 2017	2017 – 2018	2018-2019		
Implement a plan to recruit highly qualify staff and to identify, reward and retain effective teachers, administrators and staff				Spurlock
Develop and implement an instructional framework district-wide				Lolli
Create and implement a cross functional staffing allocation committee to monitor staffing levels and recommend adjustments	Implement a cross functional staffing allocation committee to monitor staffing levels and recommend adjustments	Implement a cross functional staffing allocation committee to monitor staffing levels and recommend adjustments		ALL
Develop, implement and monitor an instructional leadership series for prospective and current leaders to impact student performance	Implement and monitor an instructional leadership series for prospective and current leaders to impact student performance	Monitor an instructional leadership series for prospective and current leaders to impact student performance	L-1-5, 7& 9; C-4; H-3 & 4 & S-8	Winston & Lolli
Provide job-embedded and high quality professional development on research-based instructional practices ( i.e., LETRS, SIOP & Gradual Release of Response), multi-tiered systems of supports (MTSS) and interventions			C-6; H-3 & S-8, 9, 11 & 12	Lolli, Winston & Burton
Provide ongoing, job-embedded and culturally responsive professional development to all personnel			C-2; H-3 & 4 & S-8 & 11	Spurlock & Lolli
Provide teachers and principals ongoing, job-embedded professional development on the 5-step OIP and the use of data in decision making during DLT, BLT and TBT meetings				Winston & Burton
Explore opportunities to partner with universities and agencies on teacher endorsements	Partner with universities and agencies on teacher endorsements	Partner with universities and agencies on teacher endorsements		Spurlock & Lolli
Restructuring, realigning and transforming the work of central office to be more responsive to student learning needs				ALL
Develop and implement a comprehensive accountability and professional development process for all staff	Implement a comprehensive accountability and professional development process for all staff			Guerro & Spurlock
Implement a coherent and consistent onboarding process for all employees	Implement a coherent and consistent onboarding process for all employees			

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## Strategic Goal #3: Engage Families

***The district will actively engage parents to improve student achievement.***

Metrics	2014 - 2015		2015 - 2016		2016 - 2017		2017 - 2018		2018 - 2019	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Increase the number of parents attending district-wide educational information sessions.	600	242	650		700		750		800	
Incorporate parent surveys as part of Home Access Center (HAC), district website and phone app.	2015 - 2016									
100% of teachers post students' assignments and grades in Teacher Access Center (TAC) weekly.	100%		100%		100%		100%		100%	
75% of parents will indicate their satisfaction on key district indicators.										
The district will offer annual Parent Universities based on feedback from surveys and focus groups.										

Engaged Families Action Steps			ODE District Review Recommendations	Responsibility
2016 – 2017	2017 – 2018	2018-2019		
Administer surveys to measure parent satisfaction, identify the causes for withdrawals and to inform the district on improvement strategies			H-4 & F-3 & 4	Moberly & Burton
Develop and implement a student recruitment and retention plan				Moberly & Burton
Improve communication efforts to better market the district				Mobley
Develop a strategy for improving parent engagement my offering parent universities that at address parents needs				Mobley, Winton, Lolli & Burton
Provide mandatory customer service training for all staff interacting with parents	Develop customer service guidelines and protocols	Monitor and report on customer service		Spurlock

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## Strategic Goal #4: Community Partnerships

***The district will expand and strengthen the number and types of community partnerships.***

Metrics	2014 - 2015		2015 - 2016		2016 - 2017		2017 - 2018		2018 - 2019	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Increase donations for community partners.	\$125,000	\$194,117	\$135,000		\$145,000		\$155,000		\$165,000	
Increase the number of community organizations using DPS buildings by 5% annually.	425	1,302	450		500		550		600	
Increase the number of volunteers and mentors in schools.	506	921	550		600		650		700	
Plan and implement one additional neighborhood school center by 2018- 19.	6	6	6	6	7		8		8	
100% of all buildings will have an actively engaged corporate and/or faith-based sponsor(s).										
Increase the number of PK-8 students living in a neighborhood and attending their neighborhood school centers (excludes students attending district-wide schools).	35% - N 80% - Q	32% - N 79% - Q	40% - N 80% - Q		50% - N 82% - Q		50% - N 84% - Q		50% - N 84% - Q	

Note: Number of students attending Neighborhood School Centers (NSC) only includes the Ruskin, Fairview, Kiser, Cleveland , Edison and Westwood. We also track the number of students who live in the quadrant and attend a NSC.

Community Partnerships Action Steps			ODE District Review Recommendations	Responsibility
2016 – 2017	2017 – 2018	2018-2019		
Identify more community partners and solicit donations, volunteers and mentors				Moberly
Advertise the availability of schools to encourage more community use and establish a standardized internal management control system				Morberly
Leverage social media and electronic messages to reach parents, students, staff and community members			H-4 & F-3 &4	Moberly
Create strategic marketing messages using mentors and volunteers				Moberly
Seek community, corporate and/or faith-based partners to sponsor school programming and innovations				Corr & Moberly
Seek community partners to sponsor an additional neighborhood school center by 2018-19				Corr & Board

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## Strategic Goal # 5: Fiscal Responsibility and Accountability

***The district will implement a sound fiscal and operational accountability system.***

Metrics	2014 - 2015		2015 - 2016		2016 - 2017		2017 - 2018		2018 - 2019	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Reduce the overall cost of transporting students.	\$15M	\$14.5M	\$14M		\$13.5M		\$13M		\$12.5M	
Reduce Operations Budget (Logistics, Maintenance, Grounds, Operations, Health and Safety) by 3% annually.	\$21.3M	\$20.5M	\$20M		\$19.5M		\$19M		\$18.5M	
Maintain a positive Nutrition Services fund balance.	\$1	+\$3.6M	\$1		\$1		\$1		\$1	
General fund per-pupil expenditures will be at or below the midpoint of Ohio's eight-urban districts.	\$10,828		\$10,800		\$10,790		\$10,775		\$10,760	
Instructional % of the budget will be above the median of Ohio's eight urban districts.	64.9%	63.1%	66.9%		68.9%		70.9%		72.9%	
Revenue shall exceed expenditures.	\$1	\$7.6M	\$1		\$1		\$1		\$1	
100% of routes will be covered on time every day.										
95% of all drivers will be present and on time every day.										
95% of the bus fleet will be available and ready every day.										
Biweekly financial management reports provided to the superintendent and board.										
Monthly share the reconciliation and grants reports with superintendent and board.										

Fiscal Responsibility Action Steps		ODE District Review Recommendations	Responsibility
2016 – 2017	2017 - 2019		
Conduct a management audit and implement the organizational redesign and processes recommended to improve operations and central office operational efficiency	Continue scale succession planning and performance management in all areas		Corr, Lolli, Winston & Burton
Weekly budget review between treasurer and superintendent			Abraha & Corr
Design and produce biweekly budget management reports			Abraha
Develop detailed operating plans to fund and implement district priorities			Corr & Abraha
Recommend “common” language throughout all CBA’s: attendance, due process, days to hours, labor management	Train all staff to ensure the contracts are implemented consistency and effectively		Guerriero
Establish a culture of continuous improvement and accountability for student success			Corr & Board
Provide timely and useful data to building and district leaders for decision-making			Burton
Create a transportation taskforce (comprised of principals, teachers, drivers and supervisors) to develop transportation solutions			
Develop and share a weekly transportation audit report (on-time arrival, % of routes covered, driver attendance and rider ship)			

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## Strategic Goal #6: Climate and Culture

***The district will ensure a respectful, culturally responsive and safe school environment conducive for learning.***

Metrics	2014 - 2015		2015 - 2016		2016 - 2017		2017 - 2018		2018 - 2019	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
100 % of all middle schools will have an effective, standardized and research-based protocol.										
100% of targeted staff will receive training in de-escalation strategies										
Males of Color will improve the attendance, behavior and academic performance of targeted males in approximately 7 DPS schools by 10%.										
Males of Color will provide universal preventative strategies through culturally responsive professional development district-wide.										
Establish a comprehensive system of supports to improve attendance, behavior and academics by implementing the MTSS framework district-wide										
100% of all building will be safe and healthy environments conducive for learning as measured by suspension rates and surveys.										
Establish a health partnership with local medical facilities to address health-related barriers to learning by implementing the Breath Mobile.										

Climate and Culture Action Steps			ODE District Review Recommendations	Responsibility
2016 – 2017	2017 – 2018	2018-2019		
Implement the Males of Color initiative				Winston
Provide on-going job-embedded professional development on the implementation of an integrated middle school curriculum				Lolli
Select an effective standardized research-based framework middle schools and develop protocols to monitor implementation	Implement and monitor the middle school framework			Winston, Lolli & Burton
Provide job-embedded professional development on restorative justice practices				Burton
Implement multi-tiered system of supports for attendance, behavior and academics district-wide				Winston, Lolli & Burton
Identify and train targeted staff in de-escalation strategies				Bullen
Implement a Breath Mobile to address health				Roberson & Winston
Implement the Positive School Climate framework in 10 buildings to ensure schools are safe environments	Implement the Positive School Climate framework in 10 buildings	Implement the Positive School Climate framework district-wide		Burton

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